

CHILDHOOD EDUCATION

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Table of Contents

VACATION RETROSPECT. <i>William Heard Kilpatrick</i>	403
VACATION AND THE SCHOOL. <i>Rebecca J. Coffin</i>	405
SUMMER FOR THE THREE-YEAR-OLD. <i>Christine Heinig</i>	413
THE SUMMER CAMP'S CONTRIBUTION TO NATURE EDUCATION. <i>E. Lawrence Palmer</i>	416
RECREATION AND EDUCATION IN OUR NATIONAL PARKS. <i>Isabelle Florence Story</i>	419
EDIBLE EDUCATION IN THE SUMMER SESSIONS. <i>Alice Barrows</i>	423
THE OXFORD SUMMER VACATION COURSE. <i>Agnes Winn</i>	425
SUMMER SEEKERS OF MUSIC. <i>Sue Armstrong Cory</i>	428
VICARIOUS VACATION ADVENTURES. <i>Ethel Blake</i>	430
THE NEW AND NOTABLE	
Where to go to Summer School	433
Conference Progressive Education Association	438
WHO'S WHO IN CHILDHOOD EDUCATION	439
BOOK REVIEWS	
<i>Preschool Education. Alice Temple</i>	440
<i>Curriculum Making in an Elementary School. Elizabeth G. Heiny</i>	441
<i>The Classroom Teacher. Grace E. Storm</i>	441
<i>I Live in a City. Alice Temple</i>	443
CURRENT MAGAZINE INDEX. <i>Ella Ruth Boyce</i>	444

CHILDHOOD EDUCATION

Journal of the
INTERNATIONAL KINDERGARTEN UNION
 FOR THE ADVANCEMENT OF
 NURSERY-KINDERGARTEN-PRIMARY EDUCATION

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2

CHILDHOOD EDUCATION, official organ of the *International Kindergarten Union* and the *National Council of Primary Education*, advances nursery-kindergarten-primary education by presenting:

The vital problems in the field through professional and practical articles

Conditions in foreign countries and in our outlying possessions
 Songs, stories, handwork suggestions, and other "ready-to-use" material

News of persons, schools, and affiliated or related organizations

An index to current periodical literature

Reviews of books for teachers and children

All who are interested in childhood education from its special classroom problems to its national and international aspects are interested in CHILDHOOD EDUCATION, the *Journal of the International Kindergarten Union for the Advancement of Nursery-Kindergarten-Primary Education*.

(In writing to advertisers, please mention CHILDHOOD EDUCATION—it helps.)





Courtesy Rural Education Department, Cornell University

Come, choose your road and away, my lad,
Come, choose your road and away!
We'll out of the town by the road's bright' crown,
As it dips to the sapphire day!
All roads may meet at the world's end,
But, hey for the heart of the May!
Come, choose your road and away, dear lad,
Come, choose your road and away.

ALFRED NOYES

Vacation Retrospect

THE word vacation, of course, means a time freed or emptied of its regular round. What a vacation will signify depends largely on the contrast between what the time is freed from and what it is thus free for—the contrast between the regular round and what is to take its place. In my childhood days I recall reading this couplet:

School is out, do not shout.
School is done, do not run.

Clearly this exhortation recognized that in that day and time the regular round of school was a period of repression, so burdensome that at the first let up the children would in improper fashion and degree shout and run. What was wrong with the school seems now clearer than what was wrong with the running and shouting. Action and reaction were, however, both wrong. The work was so monotonous, so little expressive of child interest, that natural impulse being continually dammed finally broke forth in mere explosion. Excess in one direction brought excess in the other. Emptiness begot emptiness. Unfortunate are they of whatever age whose work is essentially empty of meaning and expression, whose vacation therefore tends by reaction to be mere riotous excess or other emptiness.

For myself vacation means fortunately mainly a change of scene. In my work I am most happy. There is little monotony. The only limit to meaning or expression is to be found in me. My cup runneth over. There is more of possibility than I can realize. So when during last school year I took a sabbatical vacation and with my wife went around the world it was indeed the change of scene that counted most. I continued to study and—fortunate above most—I continued to meet my students. Prague, Vienna, Constantinople, Cairo, India, Ceylon, China, Korea, Japan, Honolulu,—everywhere they and their friends helped us to see and understand. And how much to be seen! What changes going on everywhere! To study the changing Orient, to ask in what direction the change should go, to ask of education what help it could render and what accordingly it should become,—these questions joined my work at home, past and future, with the daily conversations and sightseeing of the vacation trip. No problems could be more significant or more alluring. No emptiness here. And growing contacts brought growing interests, interest in nationalist aspiration, interest in international problems, interest in ardent personalities burning to bring a new and better day.

India seemed not nearly so revolutionary as I had thought in America. Nationalistic yes. This with many is well nigh another religion. Practically all of articulate India wishes home rule, complete dominion status. But this attained, India would be quite content to remain a member of the British Commonwealth of Nations. The school system of India interested me much, as the clearest and worst example I have ever seen of a "uniform centrally administered examination system," the kind we know as "the Regents" in New York State. The worship of the external

examination could hardly go further in crushing education. On the other hand American missionary experiments with the "project" idea applied to home and village life are perhaps the most talked of innovations on the educational horizon of India and Ceylon.

China of the whole trip proved the most interesting. The feeling of nationalism is the strongest single factor in the situation. The revolution, however, is far more than political, being at the same time social, literary, economic. The stress and strain of shift from old and static to modern and dynamic brought on by contacts with the west—this involves so much of change that order suffers. It is simultaneous revolution along almost all cultural lines. The difference between what was of old and what is now needed for the new is so great that the equal of this revolution in rapidity and inclusiveness has never before been witnessed by man. The character of the change going on, the shortsighted trader either cannot or will not see, threatened as he is with loss of goods and market. So two opinions emerge. One that the situation is hopeless, China of herself can never again set her house in order, the Chinese themselves are forever inferior to the task. The other just the opposite, and in this I share, that the Chinese are a great people, proved by history; the present difficulty in remaking their institutions is real and great but there is no lack of ability and there need be no lack of faith. Meanwhile any thought of external intervention would be folly in the extreme. On the contrary we must be sympathetic and patient as never before. In particular the existing unequal treaties must be speedily revised.

Japan is a wonderful country, capable, honorable, cultured, and in the present financial stress plucky in the extreme. The courtesy one receives is a constant wonder. But there is an undercurrent of pain. Our exclusion act was, in its manner of passage and in its unnecessary harshness, heartless in the extreme. In justice to ourselves as well as to this proud people a revision must be made to remove the stigma.

Honolulu, the Conference of the Institute of Pacific Relations, brought all to a focal climax. To travel from Yokahama on the same boat with the Chinese, Korean, and Japanese delegations, most being already well known, to help out in informal liaison capacity, to have so soon such significant call for all one's delightfully gained acquaintanceship with Oriental affairs, to have daily part in such earnest, worthy efforts at understanding, to see these efforts actually succeeding under one's very eyes,—what could be finer? What world trip vacation could have a better ending? And so to work again, with a warmer heart and a broader view.

WILLIAM HEARD KILPATRICK.

Vacation and the School

REBECCA J. COFFIN

The Lincoln School of Teachers College

THE day on which to hand in school reports for the year, and store away the last books, pictures, papers and the like is coming! And following it vacation! The end and the beginning of two separate and distinct parts of one's life, or so it has seemed in the past to many a parent, teacher, and child. But as we come to realize that education does not consist merely of the three R's, we realize also that child nature is the same throughout the twelve months in the year, at home, at school, in winter, and in summer.

The summer offers many unusual opportunities for educative experiences,

and a definite effort has been made during the past eleven years in the elementary department of The Lincoln School of Teachers College to point out some of these opportunities to parents and children. Three of the ways found most helpful in the primary classes for stimulating and guiding this work have been parent-teacher conferences, summer letters, and fall exhibits. Each of these will be discussed briefly in turn.

PARENT-TEACHER CONFERENCES

It was three o'clock on a May afternoon and the second grade room was filled with mothers who had come at the request of the teacher to talk about



OUT FOR AN AFTERNOON RIDE

Courtesy Laura Garrett

vacation plans for their children. In this conference, as in similar conferences in the other classes, the object was to point out ways in which the summer months could contribute to the child's life, ways peculiarly vacation's own! High in the list came a discussion of the importance of free play! The child who is constantly subjected to directions is the unhappy child, restless and exacting. When his outside directions fail he is at a loss. The child who has

and pieces of material for doll dresses. The long days out-of-doors are the particular summer contribution. Here none of the possibilities for many kinds of experiences should be over-looked. If a body of water is available, swimming and boat sailing are thrilling adventures! The orchard means tree-climbing and the woods bring birds, bugs, and insects. The open spaces about the house might well supply sand-box, swings, and play house.



Courtesy Laura Garrett

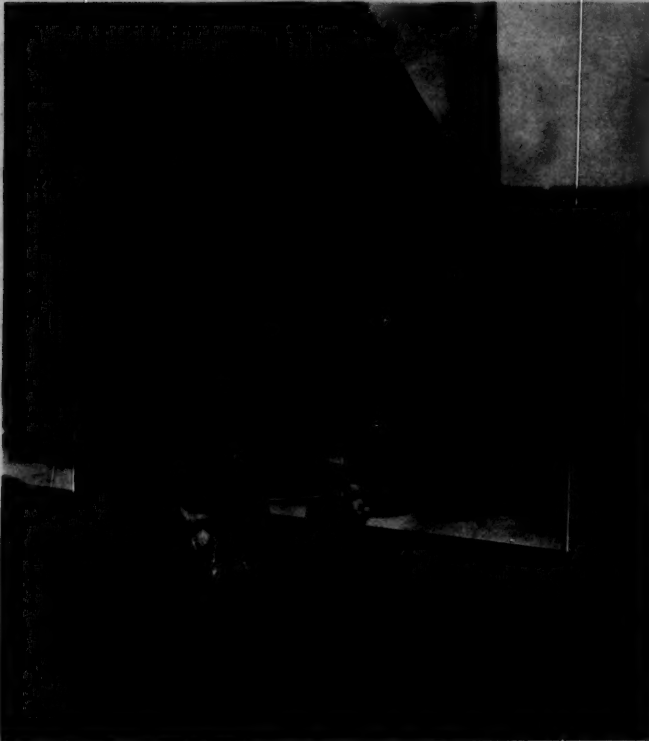
PAINING THE FAR-AWAY HILLS

been supplied with an environment that is constructive and allowed to use it naturally cannot fail to develop.

The indoor environment for rainy days should not differ materially from the schoolroom where materials for constructive play abound. There are the large wooden boxes and simple tools, blocks, a small table and chair, paints, easel, scissors, paste, paper, dolls, doll carriage, large needles, coarse thread,

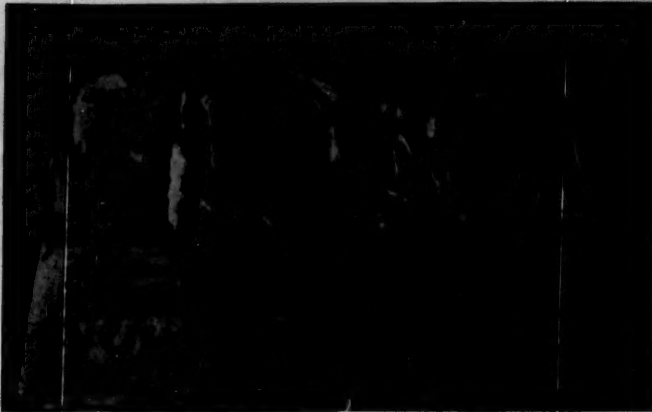
SUMMER LETTERS

Together the teachers and the younger children work each spring on their summer letters which include suggestions from those who have had worthwhile experiences in the country, those who have done interesting things in the city, and home activities of work and play. Then, too, suggestions arise as to ways of carrying over interests that have



Courtesy Laura Garrett

PAINTING THE BOWL HE MADE OUT OF CLAY FROM BESIDE THE BROOK



The Lincoln School

WHERE ONE THIRD GRADE CHILD SPENT HIS SUMMER

developed in school. Some eight-year-old is almost sure to suggest that they make plasticine relief maps and painted maps of places where they live during the summer; six-year-old John wants



Courtesy H. Barnes

THE BIG BOYS, AND LITTLE, HELPING TO GET IN THE HAY

very much to have a puppy for his own, and to help with the chickens; seven year-old Mary suggests that she would like a little garden. As a result of pupil and teacher contributions a summer letter is agreed upon and enough copies mimeographed for each child.

This is the letter which the six-year-olds received one year:

Dear Girls and Boys:

Play out-of-doors all you can; climb trees, fly kites, build tunnels in the sand, swing, and learn to swim.

If you are near a farm, or have pets of your own, watch them carefully. Watch a horse when he pulls a heavy load, watch him when he is sleepy. See how comfortable a cow looks when she is lying down in the green meadow. Notice your dog when he is glad to see you, and when he is ashamed of himself. Watch your kitty curl herself up into a ball when she goes to sleep. Watch a duck dive and a hen drink. Draw or paint a picture of any of these things.

You will find it great fun to watch the clouds on a bright day and again just before a storm. If you are near the ocean you will enjoy watching the color of the water and the waves on a bright day and also on a windy day. Try painting

the waves. Paint and draw pictures. Bring some of them back to school. Paint pictures of your house and gardens, of the country, of the beach, or of the mountains. Draw pictures of the different kinds of boats you see. Draw pictures of the birds and flowers and butterflies.

Hunt for cocoons, shells, different colored sands, seeds, leaves, and wild flowers. Bring them to school when you come. Press the flowers and leaves in an old magazine. Then mount them on drawing-paper and fasten the papers together. Make a pretty cover for them. Name as many as you can.

Take short trips to the woods or to the mountains or to the village near you. Dictate stories to your mother about your trips when you return. Illustrate your stories. Bring these stories to school in the fall. Write some rhymes and verse, too. Make up songs.

Go shopping with your mother or father. Count the money in your purse before you go. Count how much you spend, and then see how much you have left.

Help to cook some of these: cup custard, junket, milk sherbet, rice pudding, vegetable soup, carrots, spinach, peas, apple sauce, peanut brittle, butter, baked apples, marguerites, potato soup, cottage cheese, puffed rice candy.

Keep your own room in order. Put your things away.



Courtesy C. Gucher

INTENT ON THEIR PET PIG

Make a little garden. Plant both vegetables and flowers. Perhaps you can sell some or share them with some one who hasn't any. If you sell any, keep account of how much you sell and how much money you make.

Play some of these games and keep score:

Parchesi, Dominoes, Rook, Lotto, Ten Pins, Bean Bag, Ring Toss, Bowling.

If there is clay near you, make something with it, and bring it to school in the fall. You can have it fired in the school kiln.

Make a scrap-book of animals and paste them in a book. Perhaps you will enjoy making a scrap-book of birds or of boats or of a train.

Make more furniture and bed clothes and dolls for your doll-house. Put fresh curtains

will be doing. You will probably be out-of-doors nearly all of the time. There are so many things to do out-of-doors. There are houses and boats to build. There will be horses, ponies, or bicycles to ride. There will be trees and mountains and hills to climb, and water for swimming and boating. There will be flower and vegetable gardens to tend, and pets that need to be fed and cared for. There will be new things to learn about the trees, the moss, the ferns, the leaves, the birds, the flowers, and



The Lincoln School

AN EIGHT-YEAR-OLD GIRL'S COLLECTION OF NESTS

An illustrated bird record accompanied this collection

at the windows and new rugs on the floors. Make another room for your house if you need one.

Sincerely yours,

The seven-year-olds and their mothers found this letter helpful:

Dear Girls and Boys:

I am wondering where each one of you will be this summer and what interesting things you

insects. Perhaps you will find some interesting things to bring back.

Perhaps you will go to other cities or places. Do the people there send things to New York? Can you find the way you will travel from New York on a map? Make a map of the place where you spend your summer.

Hunt for cocoons and butterflies. Find monarch eggs on the milkweed in July and watch them hatch. Feed milkweed leaves to the caterpillars. They will soon form a chrysalis

and in a short time the butterfly will come out.

Could you plant a garden of your own and raise flowers or vegetables for the house? If you are in the country where there is farming, watch the threshing or any other kind of work the farmer is doing. Find out how he takes care of the cows, pigs, sheep, chickens, and horses. See if you can help him.

Don't forget to use your paint boxes every rainy day. Save your paintings in a big folder. Bring them back to show us. Save your boat pictures and your animal pictures to show us in the fall. If you go on some sketching trips,

We hope that when you come back in the fall you will be able to share with us all the things you have done and seen during the summer.

Most sincerely,

To the parents, too, is sent a letter written by the head of the school in which they are asked to cooperate toward making the summer worthwhile. This letter includes such suggestions as:

Every child should have many opportunities for doing things which actually contribute to the family welfare. Each one needs to be respon-



PLAYING WITH HIS BOAT

Courtesy C. Gucker

save your sketches to help you paint larger pictures when you get back home.

It seems right and fair that each member of a family should have some share in the daily work of the home. Each one of you is old enough now to do many things which will help the others in your family. Here are some suggestions: set the table, wait on the table, put your toys away neatly, take charge of cleaning and feeding your pets, put away the laundry, arrange the flowers for the house, make your bed every day, wipe the dishes, and help make sandwiches for picnics.

Write to the rest of us as often as you can. If you think of other things to do let us know.

sible in some of the following things: caring for his clothing, making his bed, dusting, laying the table, washing the dishes, marketing, feeding chickens, caring for a pet, etc. Each one should have the opportunity to assist in the preparation of meals, marketing, and the cooking of simple foods, or in doing necessary work about the house.

The contributions which the postman, the milkman, the gardener, and others make to the family need to be brought to every child's attention. A visit to a canning factory, a bakery, a textile plant, or a stone-quarry is a valuable experience.

The habit of using materials and tools ex-

perimentally is worth while. Children learn much by choosing and manipulating their own materials and tools, and by having the experiences which result from their own planning and workmanship.

To the parents of the six-year-olds was also sent this suggestive list of books to read aloud to the children:

- Just So Stories. Rudyard Kipling. Garden City, N. Y., Doubleday, Page & Co.
 The Seashore Book. E. Boyd Smith. Boston, Mass., Houghton, Mifflin Co.
 The Farm Book. E. Boyd Smith. Boston, Mass., Houghton, Mifflin Co.
 The Railroad Book. E. Boyd Smith. Boston, Mass., Houghton, Mifflin Co.
 The Circus and All About It. E. Boyd Smith. New York, F. A. Stokes
 Dr. Doolittle. Hugh Lofting. New York, F. A. Stokes
 Biography of a Grizzly. Ernest T. Seton. New York, Century Co.
 Bannertail, the Story of a Gray Squirrel. Ernest T. Seton. New York, Chas. Scribner Sons
 When We Were Very Young. A. A. Milne. New York, E. P. Dutton & Co.
 Winnie the Pooh. A. A. Milne. New York, E. P. Dutton & Co.
 Silver Pennies. Blanche Thompson. Philadelphia, Pa., Macmillan Co.
 Child's Garden of Verse. Robert Stevenson. Chicago, Ill., Rand, McNally & Co.
 Joan's Door. Eleanor Farjeon. Garden City, N. Y., Doubleday, Page & Co.
 Sing Song. Christina Rossetti. Philadelphia, Pa., Macmillan Co.
 Short Stories for Short People. Alicia Aspinwall. New York, E. P. Dutton & Co.

PICTURE BOOKS

- The Real Mother Goose. Blanche Fisher Wright. Chicago, Ill., Rand, McNally & Co.
 Rimskittles Book. Leroy Jackson. Chicago, Ill., Rand, McNally & Co.
 Johnny Crow's Garden. Leslie Brooke. New York, Frederick Warne & Co.
 American Animal Life. T. O. Deming. London, Blackie & Son Limited

Book of Steamers. T. O. Deming. London, Blackie & Son Limited

Through Field and Pasture. T. O. Deming. London, Blackie & Son Limited

EXHIBITS

With the opening day of school—and sometimes before—comes the arrival of exhibits, large and small, some of exceptional merit and most of them showing sincere interest and effort. With the arrival of the exhibits there is, of course, the wide-spread eagerness of each child to know more about the summer experiences of his friends. Hence has developed, as a regular part of the Elementary Student Council, the Exhibit Committee composed of four or five pupils and one adult advisor. This committee plans and arranges the exhibit. At first the exhibit was held in a room but for the last few years it has been arranged in the hall, thereby increasing its accessibility.

Every effort is made to build up an appreciation for a sincere piece of work, be it the simple handful of "pretty shells and rocks" brought by a six-year-old child who had never been to school before but had heard from a brother or sister about the exhibit of summer collections, or the collection of butterflies made by a nine-year-old boy who developed such interest and skill that he was looked upon as an expert by his classmates.

A monograph¹ was published in 1925 in which a statement is given regarding the educational significance of the summer months, details regarding exhibits, including many photographs of

¹ Vacation Activities and the School published by The Lincoln School of Teachers College, 425 West 123 Street, New York City. Price \$.50.

actual work brought in the fall by children, and a copy of a letter to parents. This monograph also includes carefully selected lists of books. Recipes that the children have already used and found successful are included as is also

a list of such materials as clay, paper, paints, tools, insect and butterfly supplies, and pets, and the addresses of firms where they may be secured. This booklet closes with an annotated reading list for mothers.

THE MAY DAY VISION

With the passing of war and the routing of people's imagination from the shock that stunned them, there has sprung up in all countries a new racial hope. From sacrifice of life and maiming of youth, in every nation where war touched, people have turned toward health and wholeness with a desire for a youth vigorous and untrammelled.

In Italy we see Mussolini drilling his hosts of young Fascists for physical vigor and encouraging an increase of the birth rate. Germany is fostering among her young people a cult of health. In other countries there is a similar tendency.

In America, also, has stirred this new hope, but where in the older nations one feels back of the impulse the grim fear of war and the passion to survive, here one realizes that it is the expression of a desire not bred from without by a fearful government, but unfolding from within, a natural impulse by a nation rearing its children for peace.

I happened to be in Paris on that memorable day in 1920 when France bore her unknown soldier to his resting place beneath the Arc de Triomphe. In the procession that paid tribute to that nameless hero was a pageant of the nations. There were the gallant broken ranks of the French, the English, the Italians, Poles, Serbs, even the soft-footed Arabs of the desert and swarthy East Indians. Scotch Clansmen were there, Australians, Canadians—and the American doughboy.

The thrill and shout that went through the crowd along the line of march with the passing of our soldiers was like nothing I have felt and heard anywhere in all my life. They were simple, awkward boys for the most part, but they were vigorous, untired, youth bred in a new country through whom ran the fearless blood of pioneers.

Standing there that day, one of many of my fellow-countrymen and women in the

crowd of onlookers, I saw all that America symbolizes to the imagination of the world. The vividness of that picture has stayed with me through the years. It changed the current of my life and activities.

Since then has come Lindbergh flashing across the sky, reviving once more in the world's imagination the symbol of dauntless and wholesome youth for which this country stands.

In these five years the American Child Health Association has found its inspiration in trying to spread among the children of our country the ideal for which the American doughboy and more lately the peerless youth—Lindbergh—have stood. Using the revival of that happy festival day of growing things—May Day—to focus the accumulating interest in wholesome childhood, the American Child Health Association has contributed in these five years past toward the encouragement of this new human hope.

Through the wide dissemination of sound and encouraging information and the effective work of many who are pledged to the good of children, gradually we are being so familiarized with healthy children and so deeply impregnated with the desire for wholesomeness, that there is a growing impatience with all that interferes with it.

We are told that, in this country with its material conditions superior to those anywhere else in the world, with its mixture of people of the more vigorous and adventurous elements of the older races, we are evolving a new race type, purely American.

To make that new American approach the perfection toward which people have always striven and to help make communities conscious of their responsibilities toward the realization of that high hope for children is the purpose that animates May Day.

AIDA DE ACOSTA BRECKINRIDGE

Summer for the Three-Year-Old

CHRISTINE M. HEINIG

Washington Child Research Center

VACATION plans for the 3 year old,—interesting is it not, for the thought comes at once, "Is not every day a vacation day for a child?" So it is from the care-free standpoint, but like most of the opportunities we have in life, there is not one situation but can be improved if we understand the needs of the occasion, give it some thought and then make plans. For example, the summer season is approaching. It can mean three things for your child: It should mean a well planned day that affects his well-being. It should mean a protection from those vacation trips so frequently and unwisely planned by adults for his entertainment. Thirdly it may mean a plan which includes an educational investment for the parent which will bring increasingly rich returns for the future.

The first plan for the summer must insure healthful living—long days of activity out of doors—fresh air, plenty of it—and rest. The importance of a schedule that insures regularity of habit seven days of every week was proven by the physical condition of a group of Nursery School Children recently studied. When these children were examined after a summer vacation they were found decidedly below par in weight and health. No physical disturbance had affected this slump, but it was traced to general irregularities in the child's food and sleep program as

carried on by the parents. It matters not whether you spend your summer at home or abroad, regularity is the keynote to healthful living.

Fresh air and sunshine is the next consideration. Quantities of scientific data on the subject of prevention and cure of Rickets by direct exposure to Sun-Rays has led to an interesting study of clothing—so called Sun Garments are becoming popular. These are made of transparent materials patterned after the one piece bathing suit, buttoning at the shoulder or in romper style, sleeveless, and with low-cut neck. In the warm hours of the day this single garment is worn—bare head, bare arms, and bare feet completing opportunity for direct skin exposure. Thus prepared we go out to play. The wise parent has planned a sunny spot for digging—sand box or dirt space. For the child, digging is an end in itself, but for the present it has subtle aspect. For example, digging with toes is perhaps more beneficial than digging with hands and shovels. It means muscular development of the arches that prevents flat feet and pronated ankles. Any kind of game that involves gripping with toes is desirable. Do 3 year old's need this exercise? Footprints taken in any nursery school show that it is essential for 7 per cent of the children.

Climbing apparatus is the delight of the toddler and fills many needs, for practically all of the body muscles are

brought into play. Chests expand, abdominal muscles develop, baby stomachs disappear, and a strong body is the result. No expensive store-made apparatus is necessary; in fact the kind made by an ingenious father of a couple of lengths of ladder—some two by four's—cotter pins—hinges and removable pegs—makes a suggestive piece of apparatus for play that is both adaptable for growth and fascinating to the child. To these two pieces of play equipment may be added empty packing boxes, barrels, a saw horse or two and some loose boards. Now the stage is set for imaginative, constructive play. With a few playmates and the occasional supervision of a watching mother, hours of healthful occupation are guaranteed.

Good interests are safeguards to mental growth. Summer offers a large field of them, the chief of which is acquaintance with the world of nature. Pets, gardens, birds, and flowers form this realm. Stories, pictures, plastic materials supplied for quiet hours may be used to supplement and make more tangible these nature experiences. New facts gained through these avenues will motivate play and keep the mental growth parallel to physical development.

The second plan for the summer should be one made to safeguard the child against the usual holiday jaunts designed for his amusement without reference to results. Such plans usually include cross country drives, picnic parties, makeshift food and makeshift rest, all day trips to the zoo, or interminable rides on the Ferry. Worst of all are the days with fond friends and relatives, a round of admirations heaped on baby along with candy suckers and ice cream cones. The fatigue and emotional upsets to be endured at the end

of such *pleasure* trips are enough to negate the good of many happy days.

Of course, the summer days are days of excursions, and rightly so, but there is a danger of overstimulation by overdoses. I shall always remember the tragic experience we had with a small boy whom his Mother and I undertook to take to Marshall Fields toy shop one Christmas season. We had waited two and a half years for him to be big enough for this special treat. The fatal morning having arrived we got an early start, rode the hour and a half necessary to get to town, and then set this child down among rows and rows of toy filled counters and prepared to enjoy his responses. At first Jim spied a teddy bear seated in the corner of a glass case, another and another on down this aisle, white bears, stuffed dogs, kitty, horsie, on and on we went. After ten minutes we could hardly keep up with his pace. He became so keyed up from all this stimulation he finally threw himself on the carpeted floor, kicking and laughing in a sort of hysteria that was pitiful. We had to carry him away. To have seen one display of autos would have been a far more fortunate plan on our part. Perhaps to have given him a small auto in his own home would have been even wiser.

Take an example out of your own experience. We have all had excursions to the zoo. What is your choicest memory of such excursions? I think it is a safe venture to say that the happy memory is that of some single friend, bear, elephant, or pony, seen at the beginning of the excursion, and that the rest of the memory is an unhappy one of being pulled by the hand from cage to cage, tears and fatigue. To make one or two new friends at one time and to see them

thoroughly is far more satisfactory and satisfying. Then go home in time for lunch and the routine nap, and remember the day with a smile and an added affection for mother and father because of happy association. These are the remembered joys of childhood. Let us avoid them, all excesses to make this summer a healthful one, free from overstimulations.

Thirdly, such summer activities offer rich opportunities for the parent who stays at home. He has the privilege of watching his child grow in muscular coordination. He sees him accumulate ideas and reexpress them. He has the opportunity furthermore, of participating in the child's daily interests, laying foundations for the kind of delightful friendship that is built upon mutual understandings. The educational principles, if he is interested to study them, are available in the many lists of references to helpful books that have been prepared by the Child Study Association of America, The U. S. Bureau of Education, The American Association of University Women, and The National Congress of Parents and Teachers.

For the more ambitious parent who wishes to use the summer for definite educational instruction, some very great opportunities are offered through the country. Wherever you can find a nursery school, and at present the best ones are found in Universities, Educational Training Schools, or Research

Centers, you are sure to find classes for parents, for parent education is more than half the function of the nursery school. It is often possible for parents to place their children in the nursery, thereby enabling them to devote their whole day to class work. Such an opportunity is offered at The School of Euthenics at Vassar College which has been in session during July for the past two summers. Here a careful and inclusive program is planned for Fathers, Mothers, and Children. Parents can receive instruction in the problems their children offer, with the opportunity of observing a trained specialist demonstrate the technique of handling these problems. Similar opportunities are offered at the National Kindergarten and Elementary College in Evanston, Illinois, and at Cornell University, Ithaca, New York. In all these places recreational opportunity for out-of-door sport is easily accessible, both on land and water, so that the six or eight weeks so spent are not without opportunity for play. For the small town or country person City Universities such as Teachers College, Columbia University, New York City, might offer a more desirable change.

These are the days for opportunity, no child needs to grow up misunderstood nor maladjusted. If you could build an educational plan in this summer's schedule might it not mean lasting recreation instead of seasonal vacation?

I want to highly approve the new organization of material in *Childhood Education*. It must be most helpful to teachers who read your magazine.

LOIS HAYDEN MEEK
Educational Secretary
American Association of University Women

The Summer Camp's Contribution to Nature Education

E. LAURENCE PALMER

Rural Education Department, Cornell University

LAST year, it was the writer's privilege to solicit the opinions of all the city school superintendents listed in the Educational Directory on the status of Nature Education in their school systems. The results of this survey were published in *The Nature Almanac*. It was particularly interesting to note how frequently the superintendents who responded spoke of Nature Education as something new. They were considering taking up "this new activity" or nature work "was so new" that they were not yet prepared to pass on its success in their schools, and so on. The argument or rather excuse was just as sound as that back of the statements that prohibition and woman suffrage came into their own out of a clear sky.

About three hundred years ago, Comenius wrote, "Since the beginning of knowledge must be with the senses, the beginning of teaching should be made by dealing with actual things. The object must be a real, useful thing, capable of making an impression on the senses. To this end, it must be brought into communication with them: if visible, with the eyes; if audible, with the ears; if tangible, with the touch; if odorous, with the nose; if sapid, with the taste." In another place, he says,

"Instruction must begin with actual inspection, not with verbal description of things." Somewhat later, Rousseau wrote, "You want to teach the child geography and you ask for spheres, maps, and a host of apparatus. What is the good of all this representation? Why do you not begin by showing him the object itself so that he knows at least what you are talking about?" Again he writes, "In general, never substitute the sign for the thing itself, save when it is impossible to show the thing; for the sign absorbs the attention of the child and makes him forget the thing represented." Still later, Pestalozzi wrote, "Sense impression of nature is the only true foundation of human instruction because it is the only true foundation of human knowledge." Some twenty-five years ago, Liberty Hyde Bailey published, "The Nature-Study Idea" which somewhat widened the scope and influence of this type of education though relying basically on sense impression.

Though the soundness of these views are almost universally acknowledged, less than seventy-five per cent of the country's normal schools and teachers colleges offer training in this type of work to the teachers which they graduate, and a very much smaller per cent of the children in our elementary schools

have the opportunity of learning directly through the exercises of their senses in the school setting. Of course they do this outside of school naturally to some extent.

One of my statistical friends claims that the fact that so few schools are actually doing work in nature education is evidence that recognition of the work is decreasing. This might be so were it not for the statistics that show that relatively few teacher training institutions have seen fit to abandon the work where it has once been established and more time is given to this sort of work in the time schedule of elementary schools in the cities at least than was the case twenty-five years ago and it has been receiving steadily increased recognition in collegiate institutions. One rather able student of educational measurement reached his present position from that of a school principal. A brook ran through the grounds of his school. The art and geography teachers were wont to use it in their work. The principal however thought it an eyesore and had a concrete underground sewer built to take care of it. From then on, the activities in that school were centered on indoor activities of a highly formal nature. I do not propose to discuss here the relative merits of formal and informal education, or of education through the use of signs versus education through the use of realities. Instead I wish to call your attention to the apparently general success which has attended institutions which have rather whole-heartedly welcomed and followed the teachings which have been quoted in this article.

The camp movement, which has had such phenomenal success, or at least such unusual public recognition pro-

fesses to be of unique value because of the first hand experience supplied to the campers. Someone has computed that the hours children spend under leadership in two months of camping exceed the hours spent under leadership in the ordinary school year. We have in the camp situation the ideal opportunity to do informally the very things which Rousseau and others have pointed out as being ideal in the field of education. The idea of nature education out of doors is not new. It seems new to some because its merit is now recognized by so many more individuals than was the case in the past. Camps this summer will provide opportunity for this type of education for people from the age of kindergartners to adults. There seems little probability that the peak of usefulness of the summer camp in the field of education has as yet been even approached. Comparatively few summer camps are publicly owned in the sense that public schools are publicly owned. Comparatively few can extend their privileges except to those who can contribute to their economic success.

In the last twenty years there has been a remarkable development in juvenile leadership through such organizations as the Boy Scouts, Campfire Girls, Girl Scouts, and similar organizations. While these organizations have not gone as far as they might in the field of nature education they have gone much further than their predecessors and they themselves attribute no little of their success to the fact that they have made a reality to some extent of the ideals set up by early leaders in nature education.

Some credit for the success of museums, of parks, of playground associations and the like belongs to those who

years ago recognized and defined the type of educational activity now thought of as nature education. Recognition of this debt is not demanded and should not be. Further recognition will come probably by the same means that present recognition has been secured.

There are those who contend that the so called "nature movement" has been one of propaganda. There are others who contend that it can be strengthened by legislation and requirement. It is probable that neither legislation nor propaganda will be the strongest reason for adoption of the nature education

method generally. Its merits will be recognized here and there and its more worthy features will be incorporated in educational practice. If it secures as much increased recognition in the next twenty years as it has in the last twenty the greatest difficulty will lie in the development of qualified leadership. There is evidence in the activities of colleges and teacher training institutions that this challenge will be met. If it is, the case may again parallel that of prohibition and woman suffrage. The only persons who will think of it as new will be those who have not been alert to the tendency of the times.

SOUTH WIND

GEORGE O'NEIL

Tonight the wind is lyrical again
 With faint disturbing odors of the loam
 Blown from the southland where a touch of rain
 Has changed an orchard to a stretch of foam.

The barren boughs beyond my window mark
 A rhythmic ecstasy as though they knew
 The meaning of this softness in the dark
 And how the rain struck...and the magic grew....

The stars cloud and a secret is not clear;
 What is this clarion for every bud?
 Breathless, I listen, but I cannot hear
 Even the wind above my singing blood.

Recreation and Education in Our National Parks

ISABELLE FLORENCE STORY

Editor, National Park Service

VACATION-TIME for the teacher usually means either a time of recreation and relaxation or one of intensive study. In our national parks, however, a teacher's vacation may combine in an unusual degree both recreation and education. It is recreation merely to spend a few weeks in one of these parks, with their beauty of natural surroundings, health-giving mountain air, interesting wild animals, and other attractions. So also, merely to observe them and their exhibits intelligently means education, for each of the major national parks is reserved because of some par-

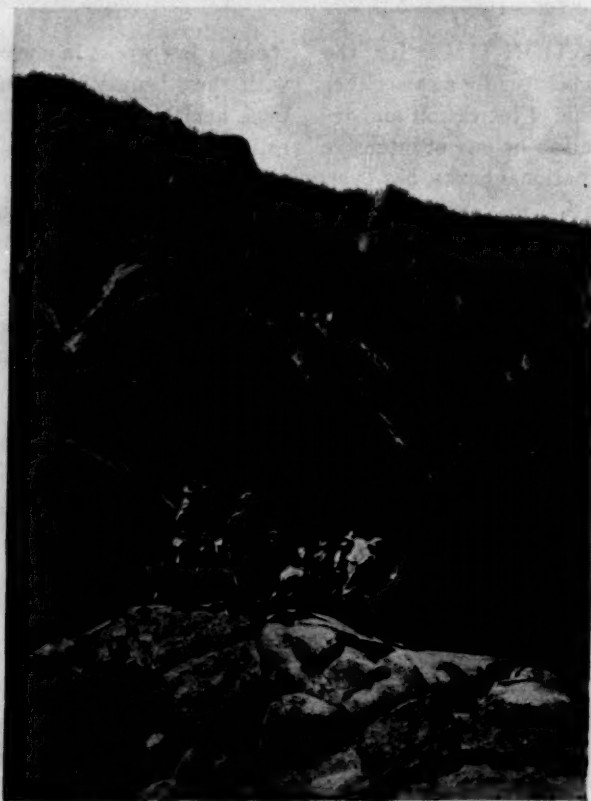


MT. RAINIER NATIONAL PARK

A party with guides at the foot of Pinnacle Glacier, on the way to Pinnacle Peak, Ranier National Park. Beyond lies Paradise Valley and the Inn and Camp, above which the Nisqually Glacier is seen slowly flowing down from the summit of the Mountain.

ticularly outstanding natural feature in which the world-building forces of nature may be studied. The Grand Canyon is a splendid example of this. Believed to be the world's greatest example of stream erosion, a pleasure trip down the almost mile-deep walls of this gorge takes visitors through several

afoot or on horseback, studying the effects of glaciation. This park still contains 60 small glaciers, remnants of the once mighty sheets of the ice age. Yosemite Valley, in Yosemite National Park, shows what can be accomplished by Nature when she uses both erosion and glaciation for her tools. Yellow-



YOSEMITE NATIONAL PARK—A NATURE GUIDE PARTY

layers of the rock that covers the earth's surface and has been built up through millions of years, only to be cut down again through erosion. Interesting fossil reminders of prehistoric life may be studied along the way.

In Glacier National Park weeks may be spent pleasurably on the trail, either

stone with its geysers, evidence of dying volcanic action, and Lassen Volcanic National Park, which contains the only active volcano in continental United States outside of Alaska, and the Hawaii National Park in the Territory of Hawaii, are nature's geophysical laboratories. So it goes throughout the list.

To aid visitors in studying the various natural phenomena at hand, an educational service has been installed in the

visitors each year in the various parks. There are two main phases to this work, lectures on park subjects and personally



Photograph by the Atchison Topeka & Santa Fe Railway

GLIMPSE OF GRAND CANYON, FROM MARICOPA POINT



Photograph by Fred H. Kiser

CRATER LAKE, NATIONAL PARK—CAMP GROUND

major parks. One of its most interesting divisions is the nature guide service, which serves hundreds of thousands of

conducted trips out into the open, along typical park trails. "Learn to read the trail-sides" is the motto of the nature

guides, who are recruited principally from the faculty and students of universities and colleges and are competent to explain, in non-technical language, the plant and animal life, geologic formations, and other natural phenomena encountered along the way. Nature trails, marked so that the visitor in following them may, by reading the signs, get all the information furnished by the naturalist on the conducted trips, have been established in several of the parks. The lectures on park subjects are given in the lobbies of hotels and camps, or

when visitors are gathered around the evening campfire.

Accommodations of various kinds are available in the national parks, to meet the tastes and pocketbooks of all. These range from luxurious hotels through comfortable lodges to house-keeping cabins and cafeteria service in the larger parks, and the camper may always pitch his tent in the free camp grounds furnished by the Government. For the train visitor, motor transportation service to the main points of interest is available.

THE KINDERGARTNER'S CREED

I believe in little children as the most precious gift of heaven to earth. I believe that they have immortal souls, created in the image of God, coming forth from Him and to return to Him. I believe that in every child are infinite possibilities for good or evil and that the kind of influence with which he is surrounded in early childhood largely determines whether or not the budding life shall bloom in fragrance and beauty, with the fruit of a noble Godlike character.

I believe in play as the child's normal effort to understand himself through free self-expression, and I believe too in work, but work that is joyous, and that the joy in the doing comes largely from the well-doing.

I believe in freedom, but not in license; in prompt, cheerful obedience; in punctuality, regularity, accuracy, industry, and application; that wisely directed self-activity should result in self-control, self-forgetfulness, in an increasing desire to choose the good, true, and beautiful, and to contribute to the happiness of others.

I believe in cultivating the intellect and the will, but I believe too in soul-culture and that out of this cultivation comes the more abundant life bringing forth the fruits of the spirit—kindness, gentleness, joy, peace, truth, faith, hope, love, reverence for God, for each other, and for all His lovely creatures.

I believe that the white city of God, with its river of life and its tree of life, is the divine type of the kindergarten with its life-giving love, sunshine, and companionship, and its symmetrical unfolding of all the beauties of child life—physical, mental, moral, spiritual.

I believe that the work of the kindergartner is the holiest and happiest of all earth's tasks.

To this work, Father, I believe Thou hast called me, and to it I give all that Thou hast given me of insight and wisdom and strength and love and gentleness and patience and humility.

RANDALL J. CONDON

Superintendent of Schools, Cincinnati, Ohio

Edible Education in the Summer Sessions

ALICE BARROWS

Editor, The Platoon School

THE chief lure of the summer school is its horizon-broadening qualities; the opportunities which it gives to discover new places, new ideas, new people.

You arrive in a new city! It looks different; it feels different; it smells different; it sounds different from the place where you have been living for the past year. The fun of exploring it—finding out how to find your way about; going down to the wharves to see the shipping; finding out how the city came to be; discovering the factory districts, the shopping section, the residential districts, the slums; observing how the people live, how they amuse themselves; in what kind of places they eat and talk and argue,—or just eat. If you want to know a city do not take a sight-seeing bus. Walk. Just wander around. Go into the corner grocery on a Saturday afternoon when the family buying is going on. You forget you are in a strange city. This is home. These people who seemed so strange *en masse* are fathers and mothers and crying children, and harassed storekeepers. Talk to the Italian fruit vendor, or, rather, let him talk. People will bring all their world to you if you will just listen. And so, after awhile, you begin to get the "feel" of the city, to get inside its spirit, to sense its limitations and its

possibilities. You know it in the bustle and hurry of early morning, in the busy racket of noonday, and at dusk when the lights are beginning to come out. There never was any jungle or wide open spaces more exciting to explore than an unknown city.

Then there is the University with hundreds of human beings flocking in from all parts of the country. The day is hot. You are lonely. The place seems strange and official and unfriendly. You wonder why in the world you came. But at last every one gets sorted out. Being a natural skeptic, you are sure the courses you chose will be a disappointment. Some are, but others are an intellectual treat. And for six weeks you have the exciting adventure of discovering a new world of ideas. You live, eat, and sleep with them. You find a group of congenial souls, and go off together for long talks, heated debates, good give-and-take conversations. There is no lesson to be given next day. You can invite your soul. For a brief space, in this hectic, machine-driven world of ours, you get the illusion of living in the days of the Greeks, of walking and talking about the things that matter. And, above all, there is the inspiration and refreshment of having the opportunity to talk with some man or woman who has made a distinct con-

tribution in the field in which you are working. You find that the solutions to certain problems with which you have been struggling alone are not bizarre and impractical, but worth pursuing. Or, if you have been feeling dull and stale, you get a new point of departure, a new slant on life, a fresh start.

And interwoven with all this are the new friendships that you make; the discovery of new personalities, a voyage of discovery always full of delicate and interesting adjustments, of tentative approaches and withdrawals, of skepticism tempered by a hope finally rewarded by the discovery of mutual understanding and congeniality. Long week-end tramps with a group of such friends, climbing mountains, or swimming at the seashore, cooking a delect-

able meal over a camp-fire, and then lying in the sun, listening to the pound of the surf, talking and laughing, sleeping a bit, and then talking some more,—those are some of the things that send one back refreshed and vigorous.

Learning about new places, new ideas, new people—that is what a summer school can be, provided, of course, that you are not working for credit alone, in which case it is one dreadful bore. But after all, why should anyone do such a boring thing? The law of supply and demand holds here, or should, as in everything else. If those who take summer courses demand that they be carried on in the spirit of the Greek Socratic school, then ultimately they would be.

THE SUMMER PLAY SCHOOLS

THE eleventh season of the Summer Play Schools under the direction of the Child Study Association will open the first Monday after the Fourth of July and continue until the last Friday in August. Long before this the children will have been examined by a physician and recommendations for remedial work completed if possible. This is important, for it is one of the aims of organizations conducting the schools to send the children back to the new school year "mended-up" and ready to receive the full benefit of the coming months of study.

The twenty or more Play Schools in New York City, and the one, possibly two, in Cleveland, Ohio, will be situated in public and private school buildings, settlements, community centers, or on hospital roofs. They will be open from nine in the morning to four-thirty or five in the afternoon, and will be available to children between the ages of two and fourteen.

The program is not an academic one, although observation tours of markets and factories, and the industrial arts and nature work contribute much of the value of an academic curriculum. Classes in music, dramatics, dancing, home economics, handcraft, nature study, games, swimming and showers give variety to the schedules, while outings occur almost weekly for the children above kindergarten age.

LUCY RETTING, *Director*
54 West 74th St., New York City

Oxford Summer Vacation Course

AGNES WINN

Director of Classroom Service, National Education Association

OXFORD! What memories that word conjures up. Green quadrangles, graceful spirés, enchanting English gardens, and peaceful rivers which in "term time" are dotted with students bent on their favorite sports—rowing, punting, and canoeing under the cool spreading branches of the ancient trees that overhang the Isis and the Cherwell.

The announcement of the 1928 Oxford Summer Vacation Course for American Teachers and Graduates from July 6 to 27 recalls many delightful experiences to those of us who attended the first course during the summer of 1926. For more than fifty years Oxford and Cambridge have been conducting summer extension courses for men and women in which Americans and students from all parts of the world have enrolled but the 1926 Oxford course was the first one exclusively for Americans. Seventy-two American colleges and practically every state were represented among the 233 women enrolled.

We were lodged in the four women's colleges, St. Hugh's, St. Hilda's, Somerville, and Lady Margaret Hall, where we had the opportunity of meeting members of the faculty and enjoying a taste of English student life. Quite a number of the term students remained at college for the purpose of guiding the American visitors around Oxford for of course the students themselves are very proud of Oxford traditions.

The mornings were given over to lectures by well-known professors and tutors of the University of Oxford and other eminent men and women; the afternoons to social affairs, sightseeing, and pleasure-seeking, with a lecture or some special entertainment in the evening at the Oxford Playhouse. Among the special attractions was a delightful concert by the Elizabethan Singers consisting of madrigals, part songs and ballets typical of the Elizabethan age, given in the same manner as was in vogue at that time when the singers, seated informally around a table, entertained their queen. Barrie's comedy "Dear Brutus" was also charmingly presented by the Oxford players.

The lectures were of varying degrees of excellence, but everyone was impressed with the earnestness of the speakers, their remarkable grasp of the subject in hand, and their balanced diction flavored with enough subtle whimsicality to relieve it from too academic or technical a tone. The subjects under discussion were English history and English literature, the Victorian and Elizabethan periods predominating. Talks on Oxford and its architecture, the Oxford movement, the work of the Pre-Raphaelite Brotherhood in Oxford were also enjoyed and these served as a background for studying the development of the university and the tutorial system of education.

As a part of the course, excursions by char-a-banc were made to Warwick Castle, Kenilworth, Sulgrave Manor—the ancestral home of the Washington family, and to the Shakespeare country. At Stratford a matinee performance by the Stratford-on-Avon Festival Company was enjoyed. These and other delightful excursions afforded us a glimpse of rural England with its green meadows, quaint old-world villages, thatch-roofed cottages, medieval churches often tucked away in the shade of mighty oaks, charming old inns, and enchanting gardens. One of the best things about England is that it is everywhere so refreshingly English.

Oxford is steeped in sentiment and charm and it does not take long to succumb to its atmosphere. Although there is little under-graduate life during the summer months, it is easy for one to visualize this old town in "term time" with thousands of students in cap and gown rushing from one lecture to another or perhaps down to the Isis, the innumerable host of bicycles, and more than all else, the drenched crews valiantly sweeping their boats along the river, for the supreme importance of the river is felt by all who live in Oxford even for a fortnight.

There were visits to the twenty-odd colleges that make up the university which fairly breathe the spirit of medievalism and romance with their somewhat forbidding gates and high walls hiding exquisite lawns and gardens, their beautifully designed chapels containing some of the world's famous paintings and stained-glass windows, cool green quads, graceful spires and finely proportioned halls—during the term redolent with glowing fires and laughter and quips of the table.

Perhaps nowhere in the world could there be found a more characteristically beautiful set of buildings than those of Magdalen, University, All Souls, Brasenose and Oriel with quaint old shops between and the incomparable St. Mary's in the distance. Christ Church College or the "House" was founded by Cardinal Wolsey, generously endowed by King Henry VIII, and is noted for its magnificent Hall with its carved oak roof containing the arms of Wolsey and Henry VIII.

Magdalen seems to be almost every visitor's favorite. It has been royalty's favorite, too, from its foundation to the present day, and has often been a political storm centre for the various factions in the English government. The feature of Magdalen is the building itself, the most attractive portion being the Wolsey Tower, one of the glories of Oxford. H.R.H. the Prince of Wales was a student here and his place at the table in the Great Hall is pointed out with pride by the venerable guide. Oriel College is of interest to everyone because of its association with "the Oxford Movement," and also because it was Cecil Rhodes' college. University College claims to have been founded by Alfred the Great in 872 thus making it the oldest of the Oxford Colleges, but perhaps the fact that Shelley was expelled from it interests the present day visitor even more than its history.

To one who has lingered in Oxford long enough to catch its spirit, it is truly "the city of the dreaming spires." After a summer in Oxford who has not longed to stroll again along historic High Street with its rare old bookshops, to roam again the meadows of Christ Church, to stand under Great Tom Tower in the evening as the Bell peals

out the 101 strokes promptly at 9:05, a custom observed since 1684, to wander at leisure along Addison's Walk, to sit and dream in the exquisite gardens of St. John's, or to browse among the brown rotting leather volumes in the Bodleian Library and Radcliffe Camera? And who would not saunter out over some obscure byway for the joy of walking back at sunset and seeing the Oxford skyline?

At every turn in this interesting old college town the visitor comes upon something that reminds him of its historic past and of its many traditions for we must remember that Oxford is a place where great battles have been fought for the emancipation and elevation of mankind. Surely no one would miss seeing the Union Society Debating Hall, often spoken of as the nursery of the House of Commons, the Sheldonian Theater, famous for its commemoration exercises, the Burne-Jones tapestries in the chapel of Exeter and his stained-glass windows in the Oxford Cathedral, the Shelley memorial in University College, the old pulpit in Lincoln College from which Wesley preached when a fellow there, the Merton Library, or Holman Hunt's masterpiece, "The Light of the World," in Keble College memorial chapel.

Social affairs were a prominent feature of the course. Real English teas were

enjoyed in Oxford homes. None of us will ever forget the charming garden party given by Viscountess Astor at her beautiful country place on the Thames, the tea with Anne Thackeray, niece of William Makepeace Thackeray, at her lovely cottage overlooking Oxford; or the interesting afternoon with Lady Fitz Herbert, on whose estate still stands the original blowing stone used by King Alfred the Great in calling his troops to battle.

The subject of the summer course for 1928 will be "England in the Nineteenth Century" and every effort will be made by the Oxford committee to provide as many glimpses into typically English life as possible, as well as to show Oxford's own architectural treasures under guidance.

To study for even a brief space within sight of the towers of Oxford, to breathe its atmosphere, to know something of its traditions, and to feel its charm is a rare opportunity. The 1928 summer school will furnish this opportunity and for many American teachers it will be the fulfillment of a dream. The influence of movements of this kind in cementing the friendship between the two great English-speaking nations of the world is inestimable. It is one more step toward world amity and international friendship.

NATIONAL HIGH SCHOOL ORCHESTRA CAMP

Aims: To provide an incentive to all musically talented school pupils to work for scholarship awards.

To reward music students of outstanding ability by giving them the advantages of the camp, including participation in the orchestra, band and other musical and camp activities.

To give prospective teachers, music supervisors, symphony players and conductors a splendid start in preparation for their life work.

To interest many of these talented students in the profession of school music.

For further information write to

JOSEPH E. MADDOY, *National High School Orchestra Camp Association*

Summer Seekers of Music

SUE ARMSTRONG CORY

Morning Nursery Schools, Minneapolis and St. Paul

THE seeker of happiness through a summer's study of music should know of the Surette Summer School of Music in Concord, Massachusetts. Let one who has found happiness there introduce Mr. Surette's school.

The classes are held morning and afternoon through four weeks of joys—including such delights as: chamber music analyzed with the understanding of a composer, appreciated with the feeling of a writer, and delivered in completion with the power of a great leader. The class shares in all this with scores in hand and can fairly see the composition grow as perhaps it took shape within the mind of the composer. Then each day there is singing—not by one person, but by all—sharing, participating, and by such participation, the law fulfills itself for one feels a surcharge of power that comes when you help to make the whole complete. The work is repeated until you feel at home with chapters thereof—then the paragraphs—the sentences—yes, even the words the composer has used and one finds what choice bits are woven together to make the fabric complete. Back of and through this—Mr. Surette speaks—as one who knows how to read through the warp and woof and to relate the color thereof to great paintings, the language thereof to a Keats poem or Browning, the form thereof to a perfect piece of statuary and to make it all seem as alive and vital as life itself. To be allowed to see through his eyes, to hear with his ears, to

feel with his powers of mind, the magnificent intricacies of a Brahms or a Beethoven, is to be one of the class at Concord.

Mr. Yeomans quotes Mr. Surette as saying:

"Nothing is good enough for children but the best. Perhaps many things are good enough for adults who have lost the power of assimilating the best, though that is debatable.

"For, you see, children are just beginning to build some sort of house for their spirits to live in, and will you hand them for that purpose inferior materials in music or in anything else? Will you give them what is merely good enough when what is supremely good—so good that it has survived centuries of use perhaps and is as young as ever—is right at hand? Why?

"I hardly dare to tell you why, but there are reasons why, and they are not to rejoice at, far from it; they are reasons to make you weep. But I will spare you.

"Children have to take what father and mother are able to give, and what the teacher is able to give—the music teacher and every other sort of teacher, and rarely get what they need. Nature takes care of a good many of them by giving them a discriminating nose, as she does rabbits, who don't even nibble things that are bad for them. But most of them actually get poisoned more or less, and, as a consequence, their emotions (and their emotions are the most important part of them) stimulated over and over again by inferior things, inferior ideas and expressions of ideas, or by mixtures of good and bad, become confused, and confused emotions become untrustworthy, and untrustworthy emotions are exceedingly unfortunate and frequently fatal.

"Whatever you may mean by Education, by learning and the laws of learning, this is what I mean by it: to secure and establish a set of trustworthy emotions based on a clear perception of the difference between what is good and what is not so good, between what is great and

what is less than great, and "little," in things and in conduct—between the best things men have done on the earth, and the second and third best. From that you can go on with the years to any kind of specializing and to any technique; without that, you go on to a mere series of illusions about yourself and this world and the next."

Thomas Whitney Surette is a trail blazer for the use of folk music with children. When kindergartens were steeped in the use of songs—many built without basic form or of lasting quality, Thomas Whitney Surette opened our eyes to the use and power of the folk music—songs built upon basic musical forms and beautiful because of their sincerity and power.

I have had the very definite satisfaction of seeing children take this kind of music in small and large portions but always with the same result—that a feeling for music was stimulated where appreciation had not been apparent and in cases where appreciation had been early awakened, the keen joy and appeal of this type was startlingly in favor of its use. I have seen children, with apparently no tone concept, become so impregnated with the songs that tone became a necessity and concepts of differences in tones were easily developed.

All this we gathered in at Concord and far more than has been stated. We carried away a pack of marvels—a magic pack—and one that the more we try to give away of its contents and to use it—the more we realize how potent its powers are for the "healing of the nations" for music is a part of life and in understanding it, the more do we understand *the beauties of living*.

A word about "the beauties of living" in Concord is needed to complete the picture of our summer. Concord does for one what mountains or the sea will do if you will but let them, for you can never, after living with either or both, have the same small viewpoint you held

previous to such a contact. Concord means expansion—of your vision. Let me tell you how.

Here in Concord, you will find more of the historical field to keep your interest for such things at high pitch—if your summer avocation be of such ferretings; but here, too, you will find such quiet joys as hillsides, woodlands, little lakes, and lanes that lead to open skies and flower fields, within a short distance of the town. Here you will find, if you *wish*, and ask in just the right way and in just the right place, bicycles for an early morning ride to Thoreau's Beloved White Pond—in June, a place with Iris growing at its edges, a pond of white pebbly shore and bottom so that it wore a veil-like shoulder shawl of gossamer loveliness. The night was just a wee bit chilly, perhaps, for its tender beauty. A place whose charm has not as yet been placarded to the tourist but still remains White Pond, as Thoreau saw and loved it.

In Concord, too, you will find homes of interest, people who match the houses and an unforgettable atmosphere and conviction of things supremely worthwhile having come out of this spot.

The days in Concord can be filled with excursions of definite delights to such places as Plymouth, Gloucester, etc.; back into the Berkshires or down to the sea; little villages that beckon to the one who would have his eyes open for finding the quaint and the interesting in the early household furnishing—or, keeping right within the limits of Boston, itself, one can find such a sufficiency of places of interest as to easily keep one busy over a series of weeks—just touching such places superficially. To make a study of old churches—or burying grounds—art collections, historic buildings, schools, is to only touch the surface of all that is there for one with a discerning eye.

Vicarious Vacation Adventures

ETHEL BLAKE

Division of Publications, National Education Association

A WOMAN stopped before a librarian's desk and said, "I suppose I should read books that are instructive but in the summer it's nice to read something light and entertaining." She had not discovered the wonderland of books. She did not know that information and interest to the point of fascination are characteristic of many recent books.

The long summer vacation is an opportunity for adventures in reading. New worlds have been opened to us in the past few years. Through books we can enter and share in these conquests. Some people wisely choose a part of their reading in fields far removed from their work. The stimulating growth is refreshing and makes them better human beings.

Some of the best guides for book selection are the "Reading with a Purpose" booklets, published by the American Library Association. Buy one of these brightly colored little booklets from your local library on whatever subject interests you most, and you will have a short, clear discussion of one of the more than forty important subjects in this collection. Each one is written by someone who is an authority in his field. Readable and worthwhile are the characteristics of every book listed in these friendly guides and the number of books in the list is always short. An eminent and much-loved bishop after seeing these booklets for the first time said, "Most

booklists are so long they are simply paralyzing! These are different."

The books suggested in this article for vacation reading are selected because they are both entertaining and worthwhile. History, biography, poetry, fiction, philosophy, children's literature—in one of these fields, if you venture, you may find a new world.

History has been humanized. No longer must a history be heavy and dry in order to be good. *A History of the American Frontier* by Paxson is a Pulitzer prize book. All sections of the United States except the Atlantic seaboard are revealed from the background of the frontier, "the most American thing in all America." *Jefferson and Hamilton* by Bowers is a dramatic picture of the early struggle for democracy in America. Mark Sullivan's *Our Times* is a vivid summary of American life in the past quarter century. These three books cover American history from 1763 to the present. Any one of them is a stimulating, enjoyable adventure.

The same humanizing element has come into biography, naturally enough, for biography is a member of the history family. You see mention now of a "new school of biography" and "an era of biography." If you did not know that such men as Shelley, John Paul Jones, Cortez, List, and Bismark had lived, you could easily think you were reading fiction as you read the story of their lives. That truth is stranger than

fiction, has long been a familiar saying, but the saying has become a reality in biography today. You live with these people as you read and so are truly adventuring with them in other lands and other times in the readable books of modern writers. The contrasts and varieties of characters add to the adventure. *Polanaise*, the life of Chopin by Pourtales, shows how the work of a great musician is related to his unsatisfied love affair with George Sand. You may read Ludwig's *Napoleon* because it is a much-talked-of book. But once you begin, you will continue reading because of its fascination. Some reviewers say that it is great literature but hardly history. One sentence in the first chapter describes how you will probably feel as you read this remarkable book. "We feel as if we were standing in front of the iron door which guards a glowing heart, and looking through the keyhole into the fiery furnace of a soul." Sedgwick in his *Cortes, the Conqueror* has kept close to the chroniclers but has made of Cortes a man of flesh and blood. Lindbergh's "We" has the same characteristics as its remarkable author, modest, matter-of-fact, and intensely interesting. The latest book of Andre Maurois, the author of *Ariel*, is *Disraeli*, a picture of a great English statesman in the Victorian era. *Catherine the Great* by Anthony, *John Paul Jones, Man of Action* by Russell, and *Jackson, an Epic in Homespun* by Johnson are human and picturesque accounts of these historic characters.

The new poetry offers adventure with many kinds of people and helps us to see beauty and truth in the world of today. Its diversity among American poets reflects the mingling of races and nationalities in our land. *Poetry of Today*

edited by Mikels and Shoup is a small, companionable book, a nice size to slip in a traveling bag and read frequently. With each poem is a paragraph or two telling just what you want to know about the author and the poem. Other good collections are: *Drums of Morning*, edited by Neuman; *Readings from the New Poets*, edited by Ellsworth; *Modern American and British Poetry*, edited by Untermeyer; and *The Little Book of Modern Verse*, edited by Rittenhouse. The last named compiler has four others which are small intimate collections, representative of the twentieth century spirit. The outstanding book of poetry of 1927 by one person is *Tristram*, a Pulitzer prize book, by Robinson.

More than 10,000 books were published in the United States last year. One thousand seven hundred sixty-three of these are fiction. The ones which are being widely read even a year after publication survive a severe test in the avalanche of new books. Some readers place Willa Cather's *Death Comes to the Archbishop* as the most outstanding fiction of 1927. It has beauty of language, a theme that is unhackneyed, and sympathetic understanding of the people and region she describes.

Rolvaag's *Giants of the Earth* is an epic of Norse immigrants on the Dakota prairies. This book was written in Norwegian and first published in Norway. It has been translated by the American author who is a faculty member of St. Olaf's College, Minnesota. This powerful story may well make readers ponder the question "What price America." The following fiction is selected for variety of scene and plot, with wholesomeness and entertainment, characteristic of each one. *Jalna* by De la Roche,

Over the Boatside by Eiker, *The Ugly Duchess* by Feuchtwanger, *The Bellamy Trial* by Hart, *A President is Born* by Hurst, *The Thunder Storm* by Stern, *The Canary Murder Case* by Van Dine, *The Grandmothers* by Wescott, and *The Bridge of San Luis Rey* by Wilder.

In the spring and summer is an excellent time to begin an acquaintance with something in Nature that is little known to you—birds, trees, flowers. Reed's little pocket guides are helpful and inexpensive. You may find such enjoyment that you will wonder why you have missed the glory of it all before. This is particularly true in making an acquaintance with the stars. A vacation in the mountains or at the seashore is not necessary to enjoy the wonders that are over your head every clear night. Martin's *Friendly Stars* may find a place in your own library after you have read a few pages.

A few titles that do not belong in any of the groups already mentioned, but too important to miss are: Lawrence's *Revolt in the Desert*, selected by Emily Newell Blair as the most outstanding nonfiction of 1927, Lewis Browne's *This Believing World*, Morley's *Romany Stain*, Dorsey's *Why We Behave Like Human Beings*, Halliburton's *Royal Road to Romance*, Bertrand Russell's *Philos-*

ophy, and Dorothy Canfield Fisher's latest book, *Why Stop Learning*.

Shortly after this magazine comes to you, the John Newbery medal will be announced for the seventh year. This medal is awarded to the American author whose book is selected as the most distinguished contribution to children's literature. The last award was made to Will James for *Smoky*, the story of a mouse-colored cowpony. Adults as well as children enjoy this book. Those who have always lived in cities, find in it a new world. Others who have lived in the open country see in it a true picture of a phase of American life which is now largely gone. The terse vernacular of the cowboy artist-writer adds to the humor and reality of the book.

And now for the last book and because you are working with little children, it will appeal to everyone. It came to my desk since this article was begun, so its newness adds to the pleasure of introduction. It is *An Adventure With Children* by Mary H. Lewis, principal of the Park School at Cleveland, Ohio. This progressive school is truly a prophecy of what other schools may become. You will finish the book, knowing that your adventures in reading this summer will enrich that greater adventure which is yours—guidance of little children.

THE NATURE GUIDE SCHOOL

A SCHOOL OF OUTDOOR EDUCATION

The Nature Guide School of the Senior Teachers College of Western Reserve University and the Cleveland School of Education is a summer school which has been organized for the professional training of teachers who wish to enrich their program, playground leaders who are interested in directing nature clubs, scout and camp-fire naturalists, nature counsellors for summer camps, community and park nature guides, parents who wish to be prepared to meet the nature problems in their own family, and the nature hobbyists who wish to broaden their training.

Museum educational workers will find the Nature Guide School particularly useful in developing a background for the new outdoor technique which is springing up in connection with traiside museums and nature trails.

The New and Notable

Where to Go to Summer School¹

UNIVERSITY OF CALIFORNIA SUMMER SESSION IN LOS ANGELES, LOS ANGELES, CALIFORNIA

The University of California Summer Session in Los Angeles will offer courses of special interest to nursery school, kindergarten, and primary teachers including Method, Curriculum Measurements, Play and Games, Art, Music, Child Health, and Parental Education.

A Demonstration School, in session daily from nine to twelve, will comprise a complete elementary school unit from the kindergarten through the sixth grade, of which a nursery-school group of children two and three years old will be a feature. It will be the aim of the Demonstration School throughout to base the work on fundamental principles which will be put to a thorough-going practical test.

Dean, THOMAS M. PUTNAM.

THE UNIVERSITY OF CHICAGO, CHICAGO, ILLINOIS

An unusually comprehensive and attractive series of courses will be offered for those who are working or preparing to work in the field of nursery-kindergarten-primary education. The series includes courses for graduate and advanced undergraduate students who are preparing for instructorships in teachers' colleges and for critic-teaching and supervisory positions in the field of kindergarten-primary education. It also includes courses for students who wish

to secure more adequate preparation for classroom in nursery schools, kindergartens, or primary grades. Many of the courses which for years have been organized as kindergarten-primary unit courses are now extended and reshaped to include the pre-kindergarten or nursery-school period. This is true of the courses dealing with child psychology, intelligence tests, the curriculum, children's literature, manual activities, plays and games, etc.

Opportunity to observe and study both children and teaching will be supplied during the First Term of the Summer Quarter through the University Cooperation Nursery School and the Kindergarten and first and second grade classes of the University Elementary School.

Director School of Education, CHARLES HUBBARD JUDD.

UNIVERSITY OF CINCINNATI, CINCINNATI, OHIO

The feature of the first six week's term is two notable unit courses in advanced educational psychology and critical evaluation of mind. Other education courses are scheduled so that students may attend unit courses without conflict. A full program is offered in liberal arts and education. (Undergraduate and graduate degrees.) The demonstration school on the campus includes Winnetka Room, Kindergarten, Reorganized Primary, Sight Conservation, Junior High School Grade. Grand Opera, nightly, and a special series of popular lectures provide superior recreational opportunities.

Director, DEAN L. A. PECHSTEIN.

COLUMBIA UNIVERSITY, NEW YORK CITY

Teachers College makes the Summer Session an integral part of its academic year

¹ For full information secure catalogues from schools listed. Please advise us immediately of omissions in our Summer School Index and announcement will be included in June issue.

All of the regular staff take an active part in the work of instruction—some of them every year, some in alternate years, all at some time within a four-year period. Teachers College courses that are most in demand are given every year; all other important courses are given in alternate years or within a four-year cycle.

During the Summer Session a School of Demonstration, including a kindergarten, six elementary grades, a junior high school of three years, and a senior high school of one year, is maintained in the Horace Mann School Building, for the exclusive use of students of Education in the Summer Session. For further information, see pp. 12, 164, 177, and 231.

Other demonstration work includes two nursery schools for the exclusive use of students in the field of Child Development (pp. 12, 200); a demonstration class for exceptional (dull) children for students in certain courses in Educational Psychology and allied fields (pp. 12, 150); and Music Demonstration Classes, for those interested in Music Education (pp. 13, 234).

Director School of Education, ROBERT J. LEONARD.

CORNELL UNIVERSITY, ITHACA, NEW YORK

The New York State College of Home Economics at Cornell offers the following summer courses in Child Guidance: Principles, Environment, Hygiene, Feeding, Research, Clothing for Children, The Family, Home and School.

Ithaca itself offers an ideal environment for outdoor activity and Watkins Glen and other points of interest are not far away.

Director, MARTHA VAN RENSSELAER.

IOWA CHILD RESEARCH STATION, UNIVERSITY OF IOWA, IOWA CITY, IOWA

Summer courses in child life that will be of interest to research students, teachers, parents, and leaders of child study groups are offered by the Iowa Child Welfare Research Station in cooperation with other departments of the University. The station

now has an elaborate and well-graded system of preschool psychological laboratories for scientific work in child development and training. These will be open five days a week in connection with the summer courses in child development and parent education.

Beside the courses in child development and parent education offered at the Research Station, additional courses in other divisions of the University, available to qualified students, are suggested; these include courses in the fields of Psychology, Education, Nutrition, Home Economics, Hygiene, Physical Education, Sociology and special courses in Social Work, Corrective Speech, Mental Hygiene, and the various Sciences. These courses will aid materially in understanding the child as an integrated unit.

Director, BIRD T. BALDWIN.

UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINNESOTA

The Institute of Child Welfare studies the development of the young child, trains future workers in the field of child welfare, and brings to the people of the state through its teaching and extension service the information accumulated in its own and other research centers. Cooperating with the institute in its research and extension program are a number of university departments: Anatomy, Education, Home Economics, Nervous and Mental Diseases, Pediatrics, Psychology, Public Health Nursing, Sociology, and the General Extension and Agriculture Extension Divisions. As part of its program, the institute maintains a nursery school for children between two and five years of age which will be in operation during the first term of the summer quarter, and which, under certain limitations, will be open for observation by appointment. Because of the interest in this field, the institute is offering a full program of courses during the first term for those seeking either undergraduate or graduate credit.

Courses offered include Child Care,

Training, Health, Development; Nursery School Methods; and Parental Education.

Director, JOHN E. ANDERSON.

NATIONAL KINDERGARTEN AND ELEMENTARY COLLEGE, EVANSTON, ILLINOIS

The Summer Session is designed primarily to meet the special problems of elementary teachers, kindergartners, and nursery school workers. Those who are preparing for supervision and teacher-training will find courses of particular value to them. Church school teachers in the elementary section will be interested in many of the specialized method courses. Parents will find the summer session an excellent introduction to child training. Social workers in any line will be helped to a better understanding of the problems of the home and the community by many of these courses.

In character, in personnel of the teaching and lecture staff, and in credit value, the work of the summer session ranks with that of the regular school year.

President, EDNA DEAN BAKER.

THE ANNE L. PAGE MEMORIAL SUMMER SCHOOL FOR CHILD STUDY, WELLESLEY, MASSACHUSETTS

Affiliation is made with Boston University for the Summer term. Courses for mothers, teachers, and directors are offered in nursery, kindergarten, and primary work.

Wellesley and the neighboring regions furnish abundant opportunity for recreation and excursions to places of historic and literary interest.

Director, MATILDA REMY.

COLORADO STATE TEACHERS COLLEGE, GREELEY, COLORADO

Courses offered are Primary Grade Methods, Kindergarten Materials, The Preschool.

President, GEORGE WILLARD FRASIER.

TEACHERS COLLEGE OF INDIANAPOLIS

The year round school holds two six week sessions in its Summer Quarter: June 11, to July 18, and July 8 to August 23. Kinder-

garten-Primary and Primary courses are offered with opportunity for observation and supervised teaching.

President, ALICE CORBIN SIES.

INDIANA STATE NORMAL SCHOOL, TERRE HAUTE, INDIANA

In the Mid-Spring, First and Second Summer Terms courses, are offered which will give young women licenses to teach primary in Indiana and other states. Mid-Spring Term begins May 7, First Summer Term—June 18, Second Summer Term—July 23.

President, L. N. HINES.

MILWAUKEE STATE TEACHERS COLLEGE, MILWAUKEE, WISCONSIN

Milwaukee State Teachers College offers the courses in Nursery-Kindergarten-Primary Education leading toward a degree. A limited number of students may elect practice teaching in the nursery school, the kindergarten or primary grades. There is offered also a wide selection of academic subjects leading toward the degree.

Its pleasant summer climate and its situation on Lake Michigan make the Teachers College at Milwaukee a delightful as well as a profitable place for summer study.

Director Kindergarten-Primary Department, LOUISE M. ALDER.

SUPERIOR STATE TEACHERS COLLEGE, SUPERIOR, WISCONSIN

A nursery demonstration school is planned to provide observation and study for methods students and for students in education in any of the departments. A correlated course will be open to parents.

Observation and teaching will be arranged for in first, second and third grades; other academic and professional subjects required in the two or four year kindergarten-primary courses will be offered.

Director Kindergarten-Primary Department, CAROLINE W. BARBOUR.

CARNEGIE INSTITUTE OF TECHNOLOGY,
PITTSBURGH, PENNSYLVANIA

The work offered includes a variety of subjects of interest to teachers and supervisors of public school, music, art, and manual and industrial arts. The courses for teachers will be given for six- and eight-week periods beginning June 11 and June 25. The program will include work in the College of Engineering, College of Industries, College of Fine Arts, and the Division of General Studies.

Director, ROSCOE M. IHRIG.

THOMAS WHITNEY SURETTE SUMMER
SCHOOL OF MUSIC, CONCORD,
MASSACHUSETTS

This school is for teachers, for students and for others who wish to increase their understanding of Music. It is not a Normal School. Its chief purpose is to develop the individuality of its students by bringing them in contact with great music, by dealing as clearly as possible with the principles underlying all art, and particularly the art of music, and to stimulate and help the teacher to work out, within those principles, his or her own way of teaching. The term runs from June 25 to July 20.

THOMAS WHITNEY SURETTE.

CORNELL SUMMER SCHOOL OF ART, SOUTH
BRISTOL, MAINE

Art as a social factor is emphasized in the school. The principles of fine art are applied to creative work, to teaching, to problems relating to the home, to industry, and to business. The courses are planned to meet the needs of beginners as well as advanced students among the following groups: designers, painters, teachers of art, teachers of home-economics, kindergarten teachers, grade teachers, home-makers, and business people. Classes are in session for five weeks, from July fifth to August eighth, and for two weeks, from August thirteenth to twenty-fifth.

Directors, GRACE CORNELL AND CHARLES F. CORNELL.

SUMMER VACATION COURSE AT OXFORD,
OXFORD, ENGLAND

The subject for the July 6-27, 1928 session will be "England in the Nineteenth Century: 1815-1900." Each morning there will be two lectures, short series having been arranged on literary, historical, political, economic, and scientific topics. In addition to these morning lectures, there will, on one or two evenings a week, be addresses on outstanding features of the period. The fee of \$125 will include full board and residence, lectures and classes, excursions and plays. The number of students will of necessity be limited, and candidates are therefore urged in their own interests to apply as soon as possible to the Secretary of the Committee on International Relations, American Association of University Women, 1634 Eye Street, Washington, D. C. With each application must be inclosed an official statement that the prospective student is a graduate of an approved American College or University, or a teacher on the staff of an American Public High School.

Students who desire a longer period of study in England may care to proceed to a University Extension Summer Meeting at Cambridge, which has been arranged to take place from July 27th to August 16th, 1928. Students are admitted from many countries as well as from the British Isles, but it may be necessary to limit the number from any one country. The principal subject of study will be "The Victorian Age," and the Inaugural Address will be given by Lord Balfour, Chancellor of the University. Inquiries for further information should be addressed to the Rev. Dr. Crange, Stuart House, Cambridge.

BOSTON UNIVERSITY SUMMER SESSION IN
LONDON, ENGLAND

Boston University announces plans by which its summer session will have a branch at King's College, University of London, where, for five weeks morning classes will be held, after which books will be discarded for

trips, which will bring the students in close contact with British culture.

Students will be given the opportunity to visit and meet many notable men. The library of the British Museum will be opened to the school, and a week's trip to Paris is offered to those who care to go. Full college credit will be given to all who complete the prescribed work, and these credits, say Boston University officials, are transferable to all other colleges in the United States wherever the regular summer work of the university is acceptable.

COURSES IN SPANISH AND PORTUGUESE

In *Madrid* the seventeenth summer session for foreigners will be conducted from July 9 to August 4, 1928, under the direction of the "Centro de Estudios Históricos," an institution established by the Spanish Government, in connection with the "Junta para Ampliación de Estudios e Investigaciones Científicas," with the assistance of the University of Madrid and other Spanish educational centers. Full information may be obtained from Mr. William M. Barlow, Curtis High School, Staten Island, N. Y., who is in charge of the eighth annual trip to Spain under the auspices of the "Instituto de las Españas" (affiliated with the "Junta para Ampliación de Estudios") and the American Association of Teachers of Spanish.

The eighth summer session of the *National University of Mexico* will be held from July 2 to August 15, with courses for both foreigners and Mexican teachers. The work of the session is supervised by Don Ramón Menéndez Pidal and is under the immediate direction of Don Tomás Navarro Tomás. The program includes Spanish grammar and phonetics, many types of Spanish literature, and the fine arts, drama, and popular music of Spain. The diploma conferred is widely recognized in the United States. The formal instruction is agreeably supplemented by well-planned excursions to points of interest in Madrid and near-by cities. Full information regarding the 1928

session, special railroad and steamship rates, etc., may be obtained by addressing the "Director de la Escuela de Verano, Universidad Nacional de México, Mexico, D. F."

A summer session has been held at the *University of Porto Rico* since 1922. The Department of Spanish Studies, working in collaboration with the "Centro de Estudios Históricos" of Madrid, and Columbia University of New York, under the direction of Prof. Federico de Onís, will hold a summer session from July 9 to August 22. A tour to the summer school is being organized under the auspices of the "Instituto de las Españas" of New York by Mr. M. D. Rice, 660 West One hundred and eightieth Street, New York. For general information on the summer school address Mr. A. S. Pedreira, University of Porto Rico, Rfo Piedras, P. R.

Special courses for teachers of Portuguese were inaugurated in 1926 at the *University of Berlin*. This year, from June 18 to July 30, an intensive course for teachers and advanced students will be given covering the Portuguese language, the literature, history, and geography of Portugal and Brazil. Further information may be obtained from Dr. J. de S. Coutinho, Catholic University of America, Washington, D. C. or the North German Lloyd, 32 Broadway, New York City. The University of Coimbra, Lisbon, also offers elementary and advanced courses in its summer session, July 20 to August 31, concerning which interested persons may inquire of Dr. Coutinho or Dr. J. Mendes dos Remedios, University of Coimbra.

This year for the first time summer schools for foreigners are being organized in two *South American capitals* on the initiative of the Munson Steamship Line, which is offering tourist third-class rates and has secured reasonable hotel accommodations. The summer school at Buenos Aires, July 2-27, will be conducted under the auspices of the University of Buenos Aires, with the cooperation of the American

Club, and will offer courses in the Spanish language and in Argentine history and development. At Rio de Janeiro, July 16-August 10, the Historical and Geographical Institute of Brazil will provide courses in the history, geography, and sociological development of Brazil, tropical biology, and elementary Portuguese. It is expected that these four weeks' sessions will cover as much ground as the ordinary American summer session, and certificates of attendance and accomplishment will be given. Information as to dates of sailing and other details may be obtained from the Munson Steamship Line, 67 Wall St., New York City.

Conference of the Progressive Education Association

The Eighth Annual Conference of the Progressive Education Association, recently held in New York, was the most interesting and most successful which this Association has held. The Exhibit of work of progressive schools at the Metropolitan Museum of Art was unusually rich and suggestive. The fact that the school visiting schedule lasted throughout the convention week gave fuller opportunity to observe outstanding experiments in the public and private schools of the city. The group of nine conferences

on Saturday morning made it possible for everyone to consider fully the thing in which he or she was most interested. These three innovations proved most acceptable.

The formal program was varied and stimulating. The presidential address of John Dewey was a stirring challenge to leaders of the new education to reconsider their views, methods and materials in order to assure orderly and continuous achievement, in both character and lessons. The geography demonstration presented by teachers from several schools and illustrated with a wealth of children's contributions was the most practical and concrete part of the program.

Adolf Meyer and Patty Smith Hill developed with rare wisdom the necessity of full understanding between school and home. William H. Kilpatrick revealed the recent efforts of India and China to create a new education, Elisabeth Rotten interpreted Germany since the war, and Lucy L. W. Wilson explained with pictures the advances in Russia.

At the dinner meeting, the last evening, the American college executives who are responsible for new undertakings at Bennington, Sarah Lawrence, Antioch and Rollins, and Dr. McCracken of Vassar summarized the trend of collegiate education today.

MORTON SNYDER.

TWO MORE SUMMER SCHOOL SUGGESTIONS

VASSAR INSTITUTE OF EUTHENICS: Courses of general interest at the Vassar Institute of Euthenics include the following subjects: Mental Hygiene, Problems of Religious Adjustment, Child Guidance, Speech Defects—Their Cause and Correction, Social and Economic Problems of the Home, Nutrition, Practical Cookery, Household Technology. Special courses for teachers will also be offered on the Principles of Education, the Development of the Learning Process in the Preschool Child, and the Principles of Cookery, Household Management, and Certain Aspects of Economics.

UNIVERSITY OF MISSOURI, Columbia, Missouri: Courses are offered in Kindergarten Methods and Management, Work with the Problem Child, Handwork for Primary and Intermediate Grades.

Who's Who in Childhood Education

Last year **William Heard Kilpatrick** travelled around the world. This year, through magazine articles and convention addresses, he is giving the American public the benefits of his "world viewpoints." Dr. Kilpatrick has been a leading figure at Teachers College, Columbia University since 1918. One of his late publications is *Foundations of Method*.

Rebecca J. Coffin has been the principal of the Elementary Department of the Lincoln School of Teachers College of Columbia University for some years, and has been actively engaged in helping to develop newer curricular materials and methods. The school is interested in furthering co-operation between the home and the school, and as one phase of this work has developed considerable material in connection with summer activities.

Christine Heinig not only educates her twenty nursery school children, their parents, and their student teachers, but has the additional responsibility of introducing the citizens of Washington, D. C., to the nursery school. That is what it means to be the first trained nursery school teacher in the city. Miss Heinig is Director of the Nursery School in the very young Washington Child Research Center. Last year she was Director of the Franklin Public School Nursery in Chicago.

E. Laurence Palmer is an original and creative teacher and writer. He has been Professor of Rural Education at Cornell since 1922. Teachers throughout the East enjoy his summer courses in nature study. Dr. Palmer is editor of the Cornell Rural School Leaflet and edits the nature education section of the *Nature Magazine*. He is joint-author of the *Handbook of Nature Study*.

Isabelle Florence Story has been Editor National Park Service of the Department of the Interior since 1924. Miss Story is a contributor of articles on park and other subjects to numerous publications including *The Mentor* and the *American Motorist*. Her latest work is the preparation of an article on the national parks and monuments of the United States for the forthcoming edition of the *Encyclopaedia Britannica*.

Alice Barrows' journal *The Platoon School* is a precocious child, having reached a high degree of prominence in the educational world before attaining the age of two years. Miss Barrows is Specialist in School Building, Bureau of Education, Department of the Interior. Her article in this issue is an example of the clever handling she gives her many contributions to educational journals.

Agnes Winn speaks with authority on the Oxford Vacation Course for she attended the last session. Miss Winn is Director of the Department of Classroom Teachers of the National Education Association. She is a frequent contributor to journals and newspapers.

Sue Armstrong Cory is the mother of three girls, one, four, and six years of age. She is the head of a group of Morning Nursery Schools conducted in selected homes in various districts of Minneapolis and St. Paul.

Ethel Blake, as summer librarian at the Lake Placid Club, has had opportunity to study the desires of summer readers. During the winter she works on advance plans for the *Journal of the National Education Association*.

Book Reviews

PRESCHOOL EDUCATION: A HISTORICAL AND CRITICAL STUDY. By Ilse Forest. New York, The Macmillan Company, 1927. Pp. vii-xiii + 413.

Those engaged in organizing courses for the training of teachers are finding it desirable to include in certain courses which deal with present day educational experiments and procedures material which will supply an illuminating historical background and setting for such procedures and experiments. Dr. Bagley and others who are especially interested in problems of teacher training suggest that a course in the history of education, so long regarded as absolutely essential in the training of teachers, may well give way, in undergraduate curricula at least, to a plan which makes each instructor responsible for the historical aspects of his subject. In Mrs. Forest's book we have a contribution which presents such a historical perspective for the study of present day attempts to provide more adequately for the education of very young children, especially those represented by the nursery school movement. The *general* contents of the volume may best be indicated by quoting from the author's introduction. She says:

"It is planned to consider the following aspects of the subject:

"1. Certain widely prevalent social attitudes which have at different times and in varying degrees influenced the character of early education.

"2. The development of institutions for the education of young children as this development has been affected by prevailing social attitudes and by the efforts of certain individuals.

"3. Certain modifications in older attitudes, theories, and practices which a consistently democratic philosophy seems to require.

"4. The present status of institutions for early education, and the general lines along which such education seems to be developing.

"5. The particular contribution of the nursery school movement to the theory and practice of early education, in the light of a democratic philosophy."

In the first chapter Mrs. Forest points out the effect upon early education in the family, at different periods in history, of such factors as the disregard for human life in certain primitive societies, the Christian doctrines of immortality and original sin, the need of loyal citizens by the state and the spirit of Christian philanthropy. The two following chapters deal with evidences of community interest in the education of children following upon social changes due to the industrial revolution. In chapters IV and V the theories of Comenius, Locke, Rousseau, and others are discussed and their influence upon the educational institutions developed by Pestalozzi, Froebel, and eventually, Montessori, are shown. Here the author gives a somewhat detailed account of the development of the progressive kindergarten under the influence of such men as Dr. G. Stanley Hall and Dr. Dewey. It seems to the present reviewer that in this treatment the author has failed to do full justice to the influence of the kindergarten work carried on in the Laboratory School of the University of Chicago, conducted by Dewey and reported in the *Elementary School Record*, Vol. I, No. 5, University of Chicago Press. This reference is not even included in the bibliography.

The second half of Mrs. Forest's volume is devoted to such topics as the influence of progress in biology, neurology, medicine, and psychology upon preschool education; the modern family as an educational institution; the origin and development of the nursery school; the relative value of the day nursery, the kindergarten, and the

nursery school; and the nursery school and the modern home.

The author presents her facts very largely through carefully selected quotations from source material, giving clearness and continuity through her own connecting paragraphs. Each chapter is briefly and effectively summarized. The final chapter is in the nature of a summary of the whole volume plus a warning against a spread of nursery schools so rapid that properly trained teachers cannot be secured to conduct them.

The value of the volume is increased by 18 pages of selected bibliography including books, pamphlets, and journal articles. As a whole, this book is a significant contribution to the literature of the subject and should be read by all those interested in preschool education.

ALICE TEMPLE.

CURRICULUM MAKING IN AN ELEMENTARY SCHOOL. By the Staff of the Elementary Division of the Lincoln School of Teachers College, Columbia University. New York, Ginn and Company, 1927. Pp. iii-vi + 359.

The wide-spread interest in curriculum revision that prevails among educators today is further stimulated by the publication of *Curriculum Making in an Elementary School*. The book is of special value because it shows the working of the newer educational philosophy over a period of ten years.

The first four chapters treat of the philosophy back of the experiment. It gives and elaborates criteria for selecting units of work and the correct technique of the teacher who guides the units.

The body of the book is taken up with a detailed account of large units of work as they have developed in the different grades from the first through the sixth. The account shows how each unit originated, how it progressed and the teacher guidance employed. There are many illustrations showing phases of the work in different

stages of development, and a number of reproductions, in color, of paintings by the pupils of different grades. Dramatic play is noted, also different types of creative work produced by the pupils. At the close of each unit the use that has been made of the various tool and informational subjects is recorded. Also a very valuable bibliography is attached which gives the reference books employed by the teacher and by the pupils and also the poems, songs and pictures used.

A chapter is devoted to lists of other units of work for the various grades that have been successfully tried, with the thought that they may be suggestive to the classroom teacher who might from them get ideas which she could adapt to her particular situation, utilizing her own initiative and that of her pupils.

One of the most helpful sections of the book is the one on Outcomes in Skills, Information, Habits and Attitudes. The tests used in measuring outcomes and the various types of records kept are clearly described.

One chapter deals suggestively with a most difficult problem, that of the adjustment between the special teacher and the classroom teacher. The closing chapters suggest the need for further experimentation and discuss problems of administration and detail.

The book will be stimulating to the administrator, helpful to the student in training who can trace in its pages theory put into practice, and richly suggestive to the classroom teacher.

ELIZABETH B. HEINY.

THE CLASSROOM TEACHER. Edited by Milo B. Hillegas, William C. Bagley, and Thomas H. Briggs. Chicago (104 South Michigan Avenue), The Classroom Teacher, Inc.

The Classroom Teacher is the name given to a set of professional books which deal with the methods of teaching every important subject in every grade from the

first through the junior high school. The editor-in-chief, Dr. Milo B. Hillegas of Teachers College, Columbia University, states in the introduction to the series that its purpose is "to bring about a unity in the classroom such as our modern conception of good teaching demands." He has been aided in the fulfillment of this purpose by the contributions of over sixty outstanding leaders in present day educational thought and practice. These authors represent twelve universities and teachers' colleges, and after three years of coöperative endeavor, have produced twelve volumes which deal with the daily problems of the classroom teacher. Much of the content is based directly on accounts of real procedures that have been successful in progressive schools. The procedures as described are interpreted in the eight well known principles of child development. The content of the twelve volumes is arranged by subjects and each subject is an answer to the teacher's problem of *what to teach* and *how to teach*.

The material is an answer to the needs set forth by Dean William F. Russell of Teachers College, Columbia University, who says in his introduction to *The Classroom Teacher*, "What the American classroom teacher needs is a complete exposition of the American school, its management, its life, its curriculum and the best that we know of how to teach it. We need a balanced treatment, scientifically accurate and in good taste."

Volume 1 of *The Classroom Teacher* deals with general matters pertaining to all grades; volumes 2, 3, 4, and 5, cover the primary grades; volumes 6, 7, 8, and 9, deal with the intermediate grades; and volumes 10, 11, and 12, relate to the junior high school. Some of the general problems treated in Volume 1 are: The Curriculum, Starting the Work of the School Year, by Bagley; School Method from the Project Point of View, by Kilpatrick; The Classification of Pupils by Dickson and Terman; Classroom Application of Psychology, by Gates; Health and Physical Education, by

Wood; Standardizations of Rural Schools, by Works.

The volumes on Primary Education answer such questions as: "How should reading be taught?" "What is the most effective way to use spelling, writing, arithmetic, geography, community life, and all of the activities which make up a public school program of today?" The greater part of Volume 2 is devoted to the Teaching of Reading in the Primary Grades by the well-known authority on reading, William Scott Gray, Dean of the School of Education, the University of Chicago, and Laura Zirbes of Columbia. Spelling in the primary grades is described by Ernest Horn of Iowa.

Primary Language is found in Volume 3 and we find the subjects in this volume range from How to Use Children's Plans, Story Hour Club and Library Hour, on through Folk Tales and Fairy Tales, Stories of Child Life, to the last named subject handled, Studies Related to Books and Newspapers. The work is done by Annie E. Moore, Jean Betzner, and Mary Lewis. The section on Primary Industrial Studies is well covered by Lois Coffey Mossman.

Volume 4 deals with Primary Art by W. G. Whitford and Jessie M. Todd, Primary Music by Mary Root Kern, Primary Arithmetic by David E. Smith, and Community Life and Social Study by Grace E. Storm. The content of all four subjects has a wealth of illuminating illustrations including lovely color plates; type lessons, samples of children's work, and books for teacher and pupil. The section on Art covers such subjects as: Mediums for Art Expression, Projects in which art is employed, Appreciation-Picture Study, Drawing and Illustration, Color, and Design. The work on Community Life and Social Study describes projects related to the Home, Farm, Community, and Social Types. Subject matter for each topic is included for the classroom teacher, as well as objectives, procedures in teaching, types

of compositions, poems for each phase of community life and references.

Volumes 6, 7, 8, and 9 are each designed exclusively to help teachers of the intermediate grades. We find W. S. Gray on Reading, Baker on Literature, Pearson on Language, David Starr Jordan on Nature Study, R. W. Hatch, H. O. Rugg, Ernest Dawson, and H. C. Hill on History and Civics, Sterling A. Leonard on Reading and Literature, and P. W. Dykema on Music.

What has been given is only part of the contents of the twelve volumes of this series. It is impossible in this brief review to give a detailed survey of the entire series. Further statement by Dean Russell in his introduction may well form a fitting summary of this review of *The Classroom Teacher*: "No one school of thought is emphasized. No individual hobby is stressed. The leading teacher training institutions are represented. The teacher who uses these books may rest assured that the statements are authoritative in the light of the best theory and practice up-to-date."

GRACE E. STORM.

I LIVE IN A CITY. By James S. Tippet.
New York, Harper and Brothers,
1927. Pp. 49.

Here is a delightful little book which

contains twenty-five short stories in verse adapted to the reading ability of the seven year olds. Such titles as the following will attract children who dwell in city apartment houses: Our Dumb Waiter, The Fire Escape, A Closed Door, Elevator, I See a Thousand Roofs. The latter is a very good example of the type of material to be found in the book.

The wall around our roof
Is quite secure.
Mother asked the Superintendent
To be sure.

We stand as closely as we can
Beside our roof wall . . .
I cannot see the street cars
Or taxis at all.

But I can see a thousand
Other roofs like ours,
And rolling steam and smoke,
And pointed towers.

Every story is illustrated with an attractive drawing in black and white and the bright orange colored binding lends charm to the little volume. Children who have enjoyed Mr. Tippet's *The Singing Farmer* will welcome another book by this author.

ALICE TEMPLE.

TO ANY CHILD

By ARTHUR GUITERMAN

CLEAR-EYED and grave, you look me
through and through
And know me as I am, not as I seem.
The masks I wear may cheat the world, not you,
What I have done the coldly-wise may deem
Noble or paltry, weighing good and ill;
Buyers and sellers! Let them mete and dole,
Appraising gauds and tokens as they will,
But, all unconsciously, you see the soul.
Can you believe in me, in me who must
Be humbly schooled by you before I teach?
You smile the smile of childhood's perfect trust:
I am not all unworthy? May I reach
Again the stainless peaks of April's prime?
Put your small hand in mine and help me climb.

CHILDREN, THE MAGAZINE FOR PARENTS

Current Magazine Index

THE RATING OF TEACHERS BY TRAINING TEACHERS AND SUPERINTENDENTS

By W. D. Armentrout

"This article presents the results of a comparative study of the ratings of two hundred teachers." Sixteen characteristics are listed and the ratings of training teachers and superintendents are compared. "The evidence is quite clear that both training teachers and superintendents rate too high." *Elementary School Journal*, March

REQUIREMENTS FOR ADMISSION TO THE FIRST GRADE IN THE CITIES OF WIS- CONSIN UNDER CITY SUPERINTENDENTS

By C. F. Hedges

A questionnaire replied to by all but three of the eighty-nine cities of Wisconsin shows that the regulations may be "classified into five divisions:

- 52.3 per cent admission on chronological age only.
- 23.3 per cent admission on chronological age with other requirements, such as attendance at kindergarten and mental age.
- 3.5 per cent admission chiefly on mental age.
- 18.6 per cent other regulations.
- 2.3 per cent not clear."

Elementary School Journal, March

THE CONCEPT OF SUPERVISION

By James F. Hosis

This editorial says in commenting on the current yearbook of the National Conference on "Method Supervision is regarded as essentially a coöperative undertaking, in which supervisor and teacher work together at the common task of giving children the best possible opportunity to learn. The super-

visor should be qualified to lead, but his leadership should be democratic, should inspire willing followers, not procure acquiescence by the exercise of authority."

Journal of Educational Method, March

REPORT OF A SUPERVISORY PROGRAM

By Dorothy Kay Cadwallader

This is a report of a building supervisor with the definite objective for the year of improving reading ability. The work is fully reported and is suggestive not only for the particular situation in which it was used but as a demonstration of general supervisory practise.

Journal of Educational Method, March

PARENT AND SCHOOL: A PARTNERSHIP

A symposium of the ideas of parents and teachers

Edited by Josette Frank

The topic is discussed under several headings—"Parents learn from the school," "Objective attitudes toward the preschool child," "The school as home adviser," "How parents influence the school," "Value of group meetings," "Individual conferences prove helpful," "The visiting teachers as interpreter."

Child Study, March

A CRITICAL EVALUATION OF THE PROJECT METHOD

By Alice C. Lowengrund

Truly a very critical commentary on this method, which concludes thus: "As a device for review and reorganization of knowledge, as a supplementary exercise, as one way of providing for individual differences, as a socializing agency, or as a method of stimulating interest—for such uses the proj-

ect as a device seems to me unexcelled. But as a basis for curriculum organization I doubt its validity, either from the standpoint of education as teaching subject matter, or from the point of view of education as building character."

Journal of Educational Method, March

THE BEST BOOK FOR PARENTS

Announcement is made of the award of the magazine's medal for the best book for parents, written by an American author and published during the year to Douglass A. Thom, director of the Division of Mental Hygiene of Massachusetts for his book *Everyday Problems of the Everyday Child*. An article by Dr. Thom entitled *Three*

Habits is published in this number, giving practical suggestions for the establishment of correct habits of eating, sleeping, and elimination. Dr. Thom says of these three habits, "If they are properly established at a reasonable time, we may be assured that the foundation has been prepared upon which to build both mental and physical health."

Children, The Magazine for Parents, April

POINTS ON CHILD BEHAVIOR

By Lawson G. Lowrey

The fifth in a series—this "point" dealing with the question of fears in children.

Child Welfare, March

ELLA RUTH BOYCE.



The Laboratory Section

CLASSROOM situations and lessons will be reported, inherent problems will be stated, and possible solutions will be given and opened for discussion in each issue of the 1928-1929 numbers of Childhood Education.

Have you a situation or a lesson to report?

Have you experience from which to help solve problems?

Three opportunities are open to you in 1928-1929:

1. To report lessons and classroom situations and to state the problems and difficulties experienced.
2. To suggest solutions for these or other problems.
3. To comment on solutions offered.

It may not be possible to print in the magazine all of the lessons reported. *But all lessons and problems will be given careful attention*, and a reply will be sent you by a member of the Editorial Board or by one of the Contributing Editors. The opportunity is open to you!

MARY DABNEY DAVIS.
Chairman Editorial Board

